DOCUMENT RESUME

ED 304 522 CE 051 966

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TITLE Basic Skills in the Work Setting.
PUB DATE 25 Jan 89
NOTE 18p.; Paper presented at Careers 2000: Challenges and Opportunities (Madison, WI, January 25, 1989).
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adolescents; *Basic Skills; *Dropout Prevention; Economic Development; Educational Attitudes; Outcomes of Education; Program Effectiveness; Program Implementation; *School Business Relationship; *Skill Development; *Summer Programs; *Work Experience Programs
IDENTIFIERS Job Training Partnership Act 1982; *Summer Reporter Project WI

ABSTRACT

Now that basic skills have been linked to the economic prosperity of the country, businesses have become concerned about improving the basic skills of young people. A promising approach is the Summer Reporter Project conducted in Wisconsin as part of the summer programs of the Job Training Partnership Act. The program has three main elements: (1) work/study, whereby basic skills are linked with elements of the work/study jobs, and job-site supervisors who act as both work supervisors and basic skills teachers; (2) Youth Tutoring Youth, whereby high school youth in need of remediation, under the guidance of instructors, tutor elementary school children in community centers; and (3) Summer Newsletter, whereby students read books and articles and report on them as well as interview and write about individuals of interest to them. The program's key elements include parental involvement; pretests and posttests; certificate of achievement awards; supervisors willing to train and educate youth; community centers that provide facilities and staff to supervise high school student tutors; and a high school counselor as coordinator. The program has been successful in holding students in school and in keeping them from losing skills during the summer. (KC)

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BASIC SKILLS IN THE WORK SETTING

William J. Kolb

I heard a cute story the other day and thought that I would share it with you since it relates peripherally to the topic at hand; that is basic skills, reading, writing, teaching and learning. It seems that there was a teacher who was discussing with her science class certain issues about the human anatomy. She asked one of her students to describe the parts of the body and to explain their various functions. The student hesitated for a moment and then declared that there were three parts of the body - the branium, the borax, and the abominable cavity. The teacher looked at him in a somewhat horrified manner but told him to continue, and so he continued on in a halting sort of fashion. The branium, he stated, held the person's brain (if there happened to be one, which was questionable in some cases); the borax held the lights, the pump, the glue and whatever else held the person together; and the abominable cavity held the bowels...of which there were five parts - a, e, i, o, and u. And so our discussion begins on the various perceptions and misconceptions associated with the acquisition of basic academic skills. The original title for this presentation was "Broadening the Scope of Education: Basic Skills in the Work Setting". I received a call from one of the conference coordinators about the same time that the brochure came out and was told that the title had been changed because it was too long. It had been changed to "Basic Skills + Work Experience = Employability for Youth", and though the title happens to be true, it is not what this presentation is about. I thought that you should know that ahead of time in case you want to complain and get your money back or to quietly exit. On the other hand, surprizes are nice, and I hope you choose to remain because there are some important issues which should be raised and which pertain to the inclusion of basic skills curricula into Jobs Training Partnership Act (JTPA)-funded programs operated by community-based organizations.

This discussion will focus on kids, teachers, learners, schools, community organizations, workers, basic academic skills, and empowerment. Employability is only a secondary concern in my estimation, and though that may sound heretical coming from a person who is paid to train youth and adults for the labor market, it is true. I will attempt to explain my reasoning for this statement during the course of this presentation.

The problem with the current title of this sectional is that you do not need me to harangue you about the obvious for the better part of an hour. I have been to too many conferences and too many sectionals where too many speakers seemed to believe that a particular program which they developed was the most innovative program ever devised by mankind and then proceeded to explain it point by boring point. One can accept a certain amount of such enthusiasm in youth because, for them, every skill or idea is new and exciting even if it traces from the dawn of humanity; however, adults should be less naive. So, in that spirit, I am not going to present a step-by-step scenerio of this particular program. Instead I am going to drone on about something else for awhile, and then provide you with a program

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overview and supplement that with some handouts on the specifics if you happen to be interested.

You may be pleased to note that I am not going to tell you that program we have devised and continue to revise is the best basic skills program in the State of Wisconsin; nor will I assert that the participants have increased their skill levels by two or three grades; nor will I declare that this program has been the recipient of a rising crescendo of accolades from the public schools in Dane County. If I was to make these assertions, I would be lying.

Indeed, I wish that all of these things were true, but unfortunately, I am all too human, and too often I bump up against chilling reality, obstacles, intransigence, and my own doubts. I end up constantly revising programs which, initially, looked so good on paper. I wish that I had all of the answers - an array of programs which responded to the problems and needs of every youth with whom I work and that each youth could be "plugged in" and come out happy and productive. But I am sure that you are all aware, as I am, that it just does not work that way. As a matter of fact, over the past few years I have found myself working with children whose parents I encountered when they were youth themselves. That depresses me; it makes me angry; and it makes me wonder what it is that I have been doing, especially when I see a situation chronically go from bad to worse despite twenty years of trying to improve both the theoretical framework and the programatic responses to youth education, training and employment. One might say that seeing a second generation of youth coming through the programs has been a cathartic experience for me.

At times, I wonder why I continue in a business which is frustrating at best, and I think back to the things which prompted me to attend graduate school in Counseling after teaching for a few years. One of those reasons was the anger I had toward my high school counselor who decided that I would be lucky if I made it through Trade School, as it was referred to then. The other reason was, perhaps, a little more altruistic; that is, my abiding belief in and support for formal and informal educational programs which promote growth and development for kids instead of frustration and humiliation. Anger and idealism make great bedmates. Unfortunately, fifteen years have passed since I attended graduate school, and still I see too many kids who have been frustrated and humiliated by powerful, societal institutions in and over which they are made to feel powerless, and indeed they are powerless.

When I initially began to formulate the text for this presentation, a torrent of questions immediately assaulted me, chief among which were the following: 1) What are basic skills? and 2) Why are some kids lacking in basic skills while others appear to perform well? It occured to me that, too often, we Americans look for the "easy fix" - a point to which I would like to return in a moment.

I began my career in education twenty years ago on the Rosebud Indian Reservation in South Dakota as a social studies teacher. That experience forced me, early on, to really think through some basic issues about education. I was young, enthusiastic, and thought that I had all the answers when I first embarked upon my chosen profession. This experience was like the

hand of God suddenly appearing from nowhere, grabbing me by the collar, slapping me across the face and saying, "Snap out of it!" I was assigned a class of twenty-some students, half of whom spoke English as a second language. Their scores on the Iowa Test for Development ranged from the third to the ninety-second percentile in grammar and math, with most falling between the third and the sixty-sixth percentile. (I found this out later while I was looking through one student's folder to see if he had some severe learning disability. Encountering no notation to that effect, I started looking through all of the folders on file and found the test scores.) About a third of the students were "boarders". The overwhelming poverty of the majority of families was astounding, even to one who had witnessed more than his share of poverty.

There was one student, in particular, whom I will never forget because she was a bright and conscientious student despite the fact that both of her parents were alcoholics, and her living situation, on a scale of one to ten with ten being the worst, was about a fifty-two. She missed several days of school, which was very unusual for her, and so I made a home visit to find out what had happened to her. I got to the house, knocked on the door, and was admitted. I looked around in shock because these houses had just been built the year prior to my arrival. All of the panelling in the house had been stripped from the walls, leaving only the studs and outside walls exposed; there were no kitchen counters, appliances, or furnace, all of which came standard in the houses; there was an unvented kerosene stove in the living room, and the whole house smelled of kerosene; there was black soot on the ceiling and the inside walls; the toilet was backed up and overflowing, and the floors were littered with several filthy mattresses upon which the parents and five children slept. I finally located the student and asked her why she had not been in school. She looked around the house, looked at me, and said, "It doesn't matter, does it?" I probably muttered something unintelligible, though I do not really recall, and left the house. A couple of days later, this same student showed up at my doorstep with her parents who proceeded to ask me if I weanted to buy their daughter for the evening since I had expressed an interest in her. The cost was $1.50, which was the price of a bootleg pint of wine at the time. And I thought to myself, "How can I possibly make academic skills relevant to a kid like this?"

I came up with a few ideas, and I still have one or two occasionally, but in this context, what does the concept of basic skills mean to a person who believes she has no future worth anticipating? I have never confronted such a desperate situation since, but over the past twenty years I have witnessed similar or parallel situations. Yet there seems to be this incredible naivte on the parts of government officials and educational professionals who discount the fact that this type of environment cannot help but have an impact on a child's learning ability. Let's take a look at reality!

This country is currently facing a situation where one in three adults is functionally illiterate; one in seven children is a likely dropout; one in six children is born into a female-dominated household; one in eight has no health insurance; one in ten has not seen a doctor during the past year; one in

five has no adequate day care; one in six has no working parent, no role model upon whom to base a concept of work. There is a growing disparity between the wealthiest segment of the population in this country and those who are confined to the lowest economic rung in society's ladder. To compound this problem, if we look at the AFDC population, 60% of all adults in AFDC families have not completed high school; 25% have no prior work experience; 50% have reading skills below the eighth grade level; and 60% have math skills below that level (Edelman, 1987). Even Terrell Bell, the former Secretary of Education, stated in 1987 that despite school reforms, prompted by the report "A Nation At Risk", there has been little or no impact upon those in greatest need - the thirty percent of students from largely minority and low income backgrounds (Schorr, 1988).

Now all of a sudden we find that our nation's leaders are concerned about these these alarming statistics. The business community is suddenly calling for more attention to be paid in schools to the basic skills because they have no place for an unskilled or illiterate labor force. We are all concerned about trade deficits and our relative position of economic strength in the world. And politicians at the state and federal levels, with no money to bolster their pious statements about a situation which has existed for so long, stand and cry out loud, "Hey! Something's wrong here. I have a great idea! Let's make sure that these kids learn basic skills in school! Let's increase the graduation standards! Let's keep them in school for eleven months instead of nine! Let's change these kids! Let's show them how important it is to have an education so that they can be successful! And I stare in total disbelief and ask, "As successful as whom? Their parents? Their neighbors? Their peers?"

My belief is that we can devote all the time we want in devising and creating strategies to teach basic academic skills, and it will be a totally wasted effort if we do not deal with much more basic issues such as the importance of educators attempting to understand the experiences of these kids and how they interpret those experiences; attempting to understand what makes them feel good about themselves; attempting to structure the environment to facilitate learning and development rather than trying to change the kids.

I offer to volunteer in an elementary school - read stories, help kids with their reading and math - and I see these little five, six, and seven year olds so eager to be read to; to try and read and challenge themselves; to figure out problems and overcome obstacles, asking a million and one questions about everything under the sun. Yet I can tell, and the teachers can tell, which of these kids are going to be successful in school and which are going to have real academic problems. And guess what? They still have those problems! We seem to be helpless to make education more helpful to these kids despite being able to identify them and their problems from a very early age. Then, later, I get these same kids in employment and training programs. They are below grade level in reading, writing and math. They are angry and frustrated, and I have to wonder what happened to make these cheerful, eager, inquisitive kids in elementary school turn into angry, frustrated, and sometimes indifferent adolescents.

Yet, despite their anger and frustration and lack of skills, I have never heard one of them say, "I don't want to learn how to read, to write, or to do math." Most recognize that they need to know these things and want to perform better at them, but they cannot. They fail to make sense out of what they are expected to learn, and for that failure, they invite disapproval. Disapproval confirms their own beliefs that they are failures, somehow lacking in intelligence and without worth, and they begin to act the role. HOW DARE WE DO THAT TO KIDS! HOW DARE WE DO THAT TO KIDS!

Now you are probably asking yourselves, at this point, "What in the world does this have to do with a community-based organization operating a basic skills program in a work setting?"

I am glad that you asked that question, and despite what you may believe at this time, there is some relationship between what I have stated and the topic of this sectional. Basically, I am suggesting that before we plan or attempt to execute any educational program, we state the following premise first advocated by Yale psychologist, Albert Solnit: All individuals need a past and present filled with good experiences which provide a sense of self-worth and a future worth anticipating. When we start with this premise, we are categorically stating that a child's growth, development and happiness is superior to, more important than, his or her employability. Employability is an outgrowth of a youth's appreciation and understanding of self; his or her sense of involvement and importance in the life of the community; his or her ability to assert some meaningful control over life and, to some extent, the future. Work is merely an adjunct to a healthy and developmentally-sound individual (Herr and Cramer, 1988). Kids are more than economic resources to be suddenly attended to as a result of overseas trade deficits, technologically-oriented jobs going unfilled, or decling birth rates which affect the available labor pool and the social security system.

H. L. Mencken once said, "A cynic is a person who, when he smells flowers, looks around for the coffin." I see all of the rhetoric associated with the "back to the basics" philosophy in education; concern for the competency of workers entering the labor force; business, labor, education, and government all uniting to face the most massive battle of the twentieth century, and I start looking around for the coffin. The coffin, as it turns out, is that our response to massive, structural problems in this country is based upon the economic problems we face and not upon the youth who are being devestated by the glaring, socio-economic disparities rampant in society.

In 1918, John Dewey stated, "Schools are, indeed, an important method of transmission of the ideas and practices necessary for the continued existence of society, but it is only one means, and compared with other agencies, a relatively superficial means." (Dewey, 1918). The vast majority of educative experiences occur outside of the school environment. Schools were never designed to provide all of the information or skills that youth need. They were designed to provide educational experiences which could broaden the horizons of students beyond the family and the neighborhood; to provide them with the tools to understand themselves and society; to think

critically. For a large number of kids today, that is not happening.

The fault does not lie entirely with the public school system in this country. Society has placed a great burden on the public schools and expected them to solve all of our societal problems, which is an impossible task. However, I believe that public schools can adapt to the changing reality of society and move to meet many of these challenges, but they cannot do it alone. Rather than attempting to do the impossible - to take responsibility for and resolve the problems created by a rapidly changing, post-industrial economy and, to a certain extent, neglect, they must become partners (perhaps even in a leadership role) in a community effort to restructure institutions in the face of changing needs, changing opportunities and increased knowledge. That means sharing educational responsibilities with community organizations and groups, private industry, and kids themselves.

Some of you may say that that is already being done, but the truth is that it is not being done because societal institutions, including education, are not willing to empower others, especially those whom they consider to be nonprofessionals. Empowerment means shedding an arrogance which declares that only a licensed teacher can teach kids something - a patently absurd proposition, though it does protect our jobs. It means that schools must become centers of community activities with tenacles spreading throughout the community and saying to people, "We need your help. We want your help. These kids are our collective responsibility, and we are all responsible for what happens to them". It means that professional educators must understand that this is a pluralistic society, and we need pluralistic learning environments in order to provide options, both inside and outside of schools, to accomodate different learning experiences.

One way to begin this process is to ask youth what they want; how they would structure activities to make them meaningful. But more importantly, we must be willing to listen to them when they speak. We are bright people, are we not? Can't we take the information they give us, combine it with our knowledge of teaching and learning, incorporate it into educational experiences, and deliver programs in a manner that will be meaningful to them? I think that we are capable of that.

With this construct in mind, allow me to describe the highlights of a program which the Employment and Training Association has dubbed "the Summer Reporter Project". It is designed to allow kids to feel good about themselves, about their ability to learn, their ability to teach others, and to provide something to the community at large. Youth are, too often, seen as the recipients of educational or training services rather than as contributors to the community or as significant partners in their own education. They will not and cannot benefit from what is taught in schools unless they can see it pertaining to the structures in their own lives.

The Summer Reporter Project came into being as a result of recent federal directives, governing Jobs Training Partnership Act (JTPA) programs, which stated that basic skills programs must be offered by contractors for Summer Youth Employment Program monies when a youth participates and is, at the same time, in need of some type of remediation in his or her basic academic

skills. Despite the directive, it has been common knowledge for some years that one of the difficulties associated with operating a Summer Youth Employment Program is that many student participants lack basic reading, writing and math skills and are unable to be placed jobs which stimulate them and could enhance later career opportunities because of this deficiency. In addition to this there is a complicating factor that these are the same youth who typically do not perform well in school and who lose more ground, in terms of academics, during the summer months than do average students. As they fall farther behind their classmates, it is not unusual for them to drop out of school, fail to make the transition between middle and high school, or have skills which are so poor upon graduation that they are neither candidates for further training and education nor for well-paying jobs.

It is necessary to include basic skills education for these youth during the summer months. Combining work with remedial study benefits drop-out prone high school and middle school students to a significant degree (Brush, 1987). The challenge, of course, is to help youth understand this concept and to avoid making the requirement punitive in nature. In order to accomplish this end, I asked youth about their needs and concerns with respect to basic academic skills enhancement after making it clear that there were certain parameters due to limited resources. One recurring theme, expressed by youth, was that they not be subjected to a classroom project or component. There were other recommendations to be sure, but this one issue seemed to be flying in the face of most programs which were being developed around the State. It was my belief, on the other hand, that other alternatives had to be found and developed. A program was implemented which was composed of the following components: 1) Work/study whereby basic skills were linked with elements of the youth's work experience job, and job-site supervisors acted as both work supervisor and basic skills teacher; 2) Youth Tutoring Youth whereby high school youth in need of remediation, under the guidance of instructors, tutored elementary school children in community centers (a more recent development); and 3) Summer Newsletter whereby students, in addition to reading books and articles of particular interest to them and making reports on them, interviewed a variety of workers and wrote articles on those individuals and their occupations as well as articles on topics of particular interest to them. These articles were, in turn, published in a newsletter format at the end of the summer program and distributed to the schools.

Key elements of the program included parental involvement in order to secure both encouragement and support for these learning activities in which their children were engaged; pre-test and post-test scores on Job Corp reading and math skills inventories in order to assess any improvement in skills over the course of the summer; certificate of achievement awards presented upon successful completion of the program in a special awards banquet; supervisors willing to train and educate youth rather than viewing youth as additional labor; community centers which provided facilities and staff (in some cases, public school teachers hired by the school district) to supervise the tutors; and the coordinator, also a high school counselor and licensed

teacher, hired by the Employment and Training Association as a limited-term employee. Also contributing to the project was Interstate Periodicials Distributors, Inc., a local distributor, which supplied a number of books, at no cost, to students who completed the program. That is my idea of a partnership, one that is centered on the needs of youth.

Although formative evaluation studies have been on-going for the past two years, it is still too early to evaluate the over-all success of the program. Preliminary results indicate that most students, though not making substantial gains in academic achievement, have not "lost ground" during the summer. It is significant, however, according to the program evaluations we have received from participants, that students responded in an overwhelmingly positive manner to the program and would recommend it to their friends. Some of the adjectives used to describe their feelings were "happy", "excited", "proud", and "privileged". In addition, of the 67 students who have participated in the program to date, 56 have completed it, an 83.5% positive completion rate. Furthermore, as far as our records indicate, only 3 students who completed the program, failed to return to school after the summer.

Though these minimal results do not indicate any measure of "success" for the program by traditional evaluation standards, I believe that preliminary indications point to the fact that we are on the right track. Students have been made to feel "special" instead of "singled out". They have not, by and large, "lost ground" academically during the course of the summer. They have completed their projects and produced a newsletter. They have made a contribution to the community. Though there is a need for continued refinement and improvement, a task to which we are committed, I believe that the program design has the potential to be exciting, enhance existing skills and provide new ones to youth, and offer an alternative to the traditional tutorial or classroom projects.

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E&T Reporter

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Employment
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Summer Youth Employment gives students focus

By William J. Kolb
Director of Training
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For many students, the courses offered in school have little meaning because the subject matter does not seem relevant to most aspects of their lives. Their academic achievement, instead of improving, gets progressively worse, and as their performance decreases, so does their self-esteem. Many times poor performance can be directly related to a lack of basic skills in reading, writing and math. When this occurs, school becomes a frustrating experience.

The overall purpose of the Summer Youth Employment Program, and particularly the Summer Reporter Project, is to provide successful experiences for students so that they can build on one area of achievement and begin to believe that they are successful and worthwhile individuals. The Summer Reporter Project familiarizes students with print media and encourages them to contribute articles for an annual newsletter about their summer experiences. Reading, research, interviewing and writing skills are not just talked about; they are performed. They are also integrated into the students' summer jobs. In addition, some students obtain their first library card and learn how to effectively use a library.

After two summers of operating the Summer Reporter Project, we are able to see in students increased enthusiasm and renewed interest in reading and writing skills because those skills directly relate to the work being performed. On the one hand, we have obtained mixed results concerning improved reading, writing and math skills; but on the other hand, we have seen increased self-confidence in students as well as a better understanding on their part of the relationship between academic skills, work and their lives. We believe that increased self-confidence is the first step toward improvement of basic skills.

In conclusion, I mentioned earlier that students would hopefully begin to believe in themselves and their ability to contribute to the world as a result of their participation in this project. I can only say that every year, over the past 14 or 15 years working with youth in the employment and training field, I learn something new from one or more of the students in this program. That reinforces my belief that education is a two-way street. I only hope that we are providing as many learning opportunities for these youth as they are providing for us.

A Great Incentive

By Paul Pena

Mazomanie is a good place to live 'cause it's quiet and peaceful. Also Mazo is a good community and has lots of nice people to get along with. We also have good police officers.

My job was easy and it paid good. I would recommend other people to work for the village because the people and my boss that I worked with were neat people.

The Yahara Center

By Lori Doucette

The Yahara Center is a 60-room convention center located on River Road in Waunakee. The Center has been in Waunakee for 10-1/2 years and employs 55 people. The Center is built on 250 acres stretching along the Yahara River and Cherokee Marsh.

Continued on next page

The Yahara Center is the home of the Bethel Series and the international headquarters of the Adult Christian Education Foundation. The facility is also used by a variety of groups ranging from the Madison mayor and City Council to the University of Wisconsin football team.

The Center facilities include housekeeping, laundry, meals (great food), recreational equipment, like boats and bicycles and a swimming pool.

My job at the Yahara Center was in the housekeeping department. I really liked my job; the people are very special. They really know how to make someone feel at home. The jobs I did were making beds, emptying trash and putting the drinking glasses in the rooms. On the days we were done early, I went to the office and did a little typing and filing.

A Dull Summer Saved

By Sharon Hardiman

My summer was almost a bore! I feel that if I wouldn't have had a summer job, I would have had the worst summer ever.

I started my job on June 13. It started out very good and I knew on that first day I was going to like this job all throughout the summer. The place that I was employed was Forest Products Laboratory. When I first went there, I was interviewed and started the minute after. The people there were very good to me; they treated me as if they had already known me. I enjoyed the kind of work that I did there. I did things like typing up requests for other people in the Lab; I worked on computers by adding names on a routing list and altered things or took things off. I had to file journals on the shelves. I did a lot of xeroxing on copy machines. Sometimes other scientists there would ask me for help, and I did it when I could. I also did a lot of record changing and record filing.

After all the work that I did there, I had a great amount of experience of knowing what clerical duty is like.

During those two months, I met a lot of the workers. I attended a couple of meetings, which included one with meeting the director of USDA Forest Service, and the other that concerned a group of blacks that worked at the Lab and shared what it was like working there, and how they first started out in college and how hard it was for them. I got a lot of background information on how you can succeed if you never give up.

I received a lot of compliments on how good I was doing there and I'm glad to say that I had the pleasure of working there.

I achieved, in my summer program experience, a whole lot and wish to achieve more throughout the school year.

A House Painter

By Nick Marlowe

In my summer job, I painted things, such as porches, houses and poles. I also did things such as replacing wood on houses.

I worked for two hours straight and then had a fifteen minute break. I enjoyed doing this type of work because it taught me how to be a better painter and gave me the idea of what a painter's job is. This job helped me decide on what I would like to do in my future.

E & T really helped me out a lot this summer.

Thanks, E & T, for the summer job!

Forest Products Lab

By Jerry Holschuh

This summer, with the help of Employment and Training, I managed to get a job at Forest Products Lab as a Data Entry Operator. Due to the fact that one of the head directors was gone on vacation, I was able to use his office. It was beautiful. My own office with air conditioning, desk and a computer, not to mention a chair with rollers on the bottom so I could glide peacefully and smoothly from one side of the room to the other. I thought it was super getting paid for this. Well, one day it all ended. Buss Moody, my supervisor, came into the office and announced that when Monday comes, I was out! After five weeks of luxury, I was out. Finally, Monday arrived and I sadfully collected my things and headed out the door. I knew I was going to miss the office.

After all of that, I was sent to a room down the hall. I opened the door and was appalled. I couldn't believe I was being put into another room with someone else. Besides the fact that I had to be in the room with another person, I had to work in the corner of the room where it was hot and sticky. So after about a week, I got used to the place and decided that I must go on.

Forest Products Laboratory is a huge place with all kinds of job opportunities for those who are qualified there. I'm glad that I had the pleasure of being employed there. It gave me a chance to experience how it feels to work in a business atmosphere with professional people!

I would like to give some advice to my fellow students:

1) Importance of education: "Education gets you more money."

2) Make sure you keep a clear and open mind so you can learn.

3) "Don't take any unnecessary risks; just stay cool."

4) Goal to make money. Education (being skilled at many things).

5) Excel program has prepared me for the work structure out there.

Working at (Wang)

By Karen Brayton

This summer has been interesting, especially if you are working at Wisconsin Air National Guard (WANG).

By working there, you can meet people or guards in uniforms, and people who aren't in the guard. They just work on base as secretaries or admit help.

I did both, but mostly admitted help. I was always all over the building. I would be a switchboard operator one day, and a recruiter the next day.

Working as a switchboard operator has its responsibilities. For instance, answering the switchboard, completing restaurant bills, making reservations to stay in hotels, typing, operating mail processor, and more.

In recruiting you only answer the phones and take messages, type, and do some other things that relate to this field.

I also had time to get a tour of the base. The only things I can remember that were on base were the supplies building, which looks like a store-room. And the hangars, where all the airplanes are worked on, and then there was the bomb shed.

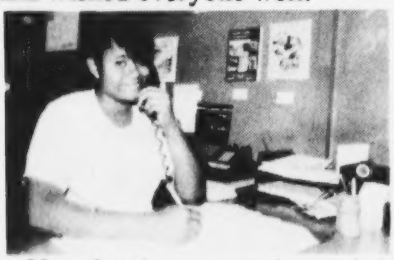
Working at WANG was an interesting job experience. And I hope the work experience continues for other people. So they can learn new things like I did this summer.

The Excel Program was a Great Boost

By Rashida Grant

My name is Rashida Grant and I am 14 years old. I attend West High School and will be in the 10th grade this fall. I learned about the Employment and Training Excel Program through the Minority Counselor at West High, Joe Thomas. He was very helpful in providing me with the information I needed to be accepted into the program. I went through a series of orientation appointments with group counselor Jon Danforth. When I was accepted, I chose the business and office cluster. My excel counselor, Jon Danforth, helped me decide which job site I would find most challenging. My job site was the Tenant Resource Center located at 1045 E. Dayton Street. My hours were from 9 a.m. to 12 p.m., which was suggested by Mr. Danforth to my job site supervisor. My job site supervisor and confident (with the long I)

was John Quinlan. He gave me advice when I needed it on certain subjects and was always there to answer questions if I was unsure of a task I was given. When I started to work there, two days after my interview, I was told that John was about to resign from his position as Executive Director at the Tenant Resource Center in less than 2 months to further his education in college. In less than a week, I had developed good working and social relationships with all of the staff as well as volunteers of the center and Fair Housing Council with whom we worked very closely with. It was right across the hall and my friend, Cris Gatica, also form Excel, worked there. We got along just fine and always enjoyed each others company (and Steakburgers). The last day on my job site wasn't very sentimental. I said my goodbyes and wished everyone well.



Now that the program has ended I feel more mature and experienced in the working world. I have enjoyed the summer with a few exceptions. I hope next summer goes just as well because I'll be sure to apply for the program next year!

A Day at Goodwill

By William Hunt

When the E & T employment and training program asked me to write an article on my experience as a summer high school trainee, of course I agreed to it. But I thought I should write about more than just that. So in addition to writing about my experience, I would also like to present some background information on Goodwill, my job site, and express my overall opinion on the E&T program.

With the help of E&T, I was hired as a cashier and stock person at the campus branch of the Goodwill Company. As I expected, working in retail provided new educational and challenging ground for me. It really tested my patience and mental alertness, but it gave me the background I would need for most of the job opportunitues being offered to people in my age group. Also, my co-workers were very supportive and cheerful about giving me assistance when I needed it.

For those of you who don't know about Goodwill and its cause, let me enhance your knowledge about it. Goodwill uses the profits made on the resale of donated items to train persons with disabilities, mental illness and chemical dependencies to work at an average job site in an average job situation. In addition to this, Goodwill enforces a strong sense of self-achievement in order to help these people function to their highest potential on as well as off the job.

Lastly, I would like to say that even if you have already landed a comfortable job on your own, I think it is a good idea for everyone to try the Employment and Training Program at least once in the future. Not only do they provide you with employment quickly and hassle free, they give you helpful hints on finding and keeping a job on your own. They also prepare you for any job opportunity in the outside world by allowing you to experiment in various areas of youth employment, thereby letting you see what's right for you. I have worked with E&T twice in the past with satisfactory results and I would definitely consider them again.

My Experience with the E & T Program

By Paul Yang

I have been working with the employment and training for the last three summers. The E & T program helped me a lot. I hope that it will also help the other teenagers, too. What I liked about the program is that it gave me a chance to work and learn at the same time. It also gave me a chance to meet people and learn about all kinds of job opportunities.

The E & T program helped me to decide what I wanted to do with my life after high school. I had to talk to lots of people with different occupations and I have decided what I want to do with my life. I have decided that I will attend the U.W. at Whitewater and become an accountant.

This year I worked in the Dept. of Revenue. My job title was Asst. Clerk. My duties included filing,

xeroxing, and doing the payroll. The best parts about the job was that I had the kindest boss. I had the best time working there.

I hope that other teenagers will join the E&T program because I think that it will help them in the long run. The program will give them ideas about job experience and also provide them with information about choosing their career. I strongly feel that teenagers should join the program because it will give them a better shot at life.

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Executive Director
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Future Jobs

You have no doubt heard from your parents and teachers how important it is to stay in school—over and over again.

Well, it's still true! In fact, it's even more true, because the jobs of the future will require that you read, write and count. Because of automation, the assembly line is being replaced by robots; laboring jobs are being replaced by motorized equipment. Low skill employment for decent wages have disappeared or are disappearing.

What will emerge is that all jobs will require skills in communications—not just professional employment. Communicating is the most important and maybe the only skill needed in an automated society.

Every working person will need to communicate information as part of their work. If they cannot communicate, they will not be able to function and will be left out or at least work for grapes.

Your language. How you understand others and make yourself understandable to others is the most important skill of the future. But to just take English and writing courses will not be enough. The world is getting smaller because of the communications revolution and the knowledge of other languages is of equal importance. Moreoever, communications increasingly are being done numerically. So your math courses are now of greater importance.

Employers view graduation from high school as a measure of competency when hiring; however, what is closest to their (the employers') hearts is how their employees perform on the job and what skills they bring to that job. It is not enough, therefore, to just take language and math courses; you must be able to use those skills at your place of employment —where the rubber hits the road.

Point of view from a Teenage working mother

By: Kasandra Jones

E&T Reporter

Working for the E&T program for four years has given me a chance to earn money, have patience and have fun at the same time.

CDI is a daycare for preschool children and toddlers. CDI means Child Development, Inc. They have six neighborhood daycares. They have been in the business for at least 23 years and are still running strong.

I worked at CDI on Fisher Street for two years. The people there were so friendly and the kids are so sweet, it just helped give me a chance to enjoy working. First, I worked with toddlers and with them you have to have lots of patience and always know what's going on. Second, I worked at one of the programs called Summer Enrichment for ages four to eight. It was fun and I learned a lot about children.

Daycare is a good place for you to work, if you like kids. If oyou don't, don't bother because being with about 29 kids a day can drive you up a wall.

E&T Program helps you get ready for your future so that you will have the experience of knowing what work you would like to do.

The things I learned to do better at CDI are:

1) How to help other people
2) How to get organized and teach young people
3) How to prepare myself for emergency accidents

I would like to add that all teen mothers should know how to help themselves, and put more effort into their lives!

Don't just sit around waiting for help, go get help yourself!!

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1. Nichole Taylor — Magic Penny Daycare
2. Sharon Hardiman — Forest Products Lab
3. Richard Martinez — Neighborhood House
4. Luis Gatica — Adult Daycare Center
5. Sylvia Gatica — Adult Daycare Center
6. Chris Randle — Madison Mutual Housing
7. Chris Gatica — Tenant Resource Center and Fair Housing Council
8. LaDonna Saffold — Neighborhood House
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